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ABSTRACT

This survey examined the extent of implementation of technology standards into Alabama preservice teacher education programs Researchers identified five graduate and five undergraduate education programs with the highest enrollments at the 15 higher education institutions affiliated with the ALAPT3 project. Contacts at 10 of the schools of education provided names of people knowledgeable about the targeted programs at their institutions. These people answered questions on a Web page about beginning, partial, and full implementation of technology standards. Analysis of data from 54 programs indicated that graduate programs were farther along in their implementation than were undergraduate programs. Elementary education programs had the highest level of implementation. Over 80 percent of the standards across these programs were reported to be fully implemented. Standards with the highest level of implementation for undergraduate programs included using technology to enhance professional growth and using technology for instruction, student assessment, management, reporting and communication with parents/guardians. For graduate programs, standards with the highest level of implementation included developing and implementing a classroom management plan to ensure equitable and effective student access to technology resources and using technology to enhance professional growth. Tables of results are appended. (SM)

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Survey of Sampled Higher Education Institutions in Alabama

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Survey of Sampled Higher Education Institutions in Alabama

Objective

The objective of this survey was to determine the extent of implementation of technology standards into pre-service teacher education programs in Alabama. The standards were approved by the State Board of Education in early 2002 and are to be implemented by January of 2003.

Method

The survey method was as follows:

1. First, the 5 graduate and 5 undergraduate education programs with the highest enrollments were identified at the fifteen higher education institutions affiliated with the ALPT3 project.

2. Approvals from the Deans of the colleges of education were obtained via email responses.

3. Next, the AlaPT3 contacts at the schools of education were asked to provide names of persons knowledgeable about the targeted programs at their institution.

4. Ten of the fifteen institutions provided this information. The response was hampered by the fact that the preliminary work was being conducted during the summer break at the institutions. The ten institutions represent about one-third of all institutions in the state.

5. Emails were sent to the individuals knowledgeable about the individual programs at the institutions. The Emails asked the respondents click on a web page identified in the correspondence.

6. The web page had a place for each respondent to respond to the level of implementation of each of the technology standards in their programs.

7. Only three responses were required. They were

> Beginning Implementation: Minimal or no progress has been made to achieve this standard.
>
> Partial Implementation: Some progress has been made to achieve this standard.
>
> Full Implementation: The standard has been completely achieved.

8. The survey began in July, 2002. A reminder to non-respondents was sent out in September, 2002 and the survey was shut down in October, 2002. At this time, 54 of the 72 programs surveyed had responded for a 75% response rate.

Results

Results of the survey indicated that graduate programs were further along in their implementation than were undergraduate programs. Elementary education programs had the highest level of implementation. Over 80% of the standards across these programs were reported to be fully implemented.

Among undergraduate programs, using the criterion of full-implementation, the individual standards with the highest level of implementation were as follows:

1. Standard.. 10. Use technology to enhance professional growth.

2. Standard.. 6. Use technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students.

3. Standard . 4. Model safe, responsible, legal and ethical use of technology and implement school and district acceptable use policies.

Among graduate programs, using the criteria of full-implementation, the individual standards with the highest level of implementation were as follows:

1. Standard. 3. Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources.

2. Standard. 10. Use technology to enhance professional growth.

3. Standard. 8. Design, manage and facilitate learning experiences incorporating technologies that are responsive to diversity of learners, learning styles and special needs of all students.

Among undergraduate programs, the individual standards with the lowest level of implementation were as follows:

1. Standard. 1. Identify and evaluate technology resources and technical assistance.

2. Standard. 2. Assess advantages and limitations of current and emerging technologies, and on-line and software content to facilitate teaching and student learning.

3. Standard. 3. Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources.

Among graduate programs, the individual standards with the lowest level of implementation were as follows:

1. Standard. 6. Use technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students.
2. Standard. 9. Evaluate students' technology proficiency and students' technology-based products within curricular areas.
3. Standard. 7. Facilitate students' individual and collaborative use of technology to locate, collect, create, produce, communicate, and present information.

Appendix A provides detailed tables of results of the survey.

Appendix A

Tables of Results

SUMMARY TABLE OF SURVEY OF HIGHER EDUCATION

All Sampled Programs

Program	Beginning Implementation	Partial Implementation	Fully Implemented
All Undergraduate Programs	22.8%	21.1%	56.1%
All Graduate Programs	9.3%	31.8%	58.9%

Selected Major Programs

Program	Beginning Implementation	Partial Implementation	Fully Implemented
Elementary Education (G & UG)	3.7%	13.6%	82.7%
English Language Arts (G & UG)	23.2%	8.5%	68.3%
Social Science & History (G & UG)	22.6%	20.8%	56.6%
Math (UG Only)	21.7%	23.3%	55.0%
Collaborative Teaching (G & UG)	22.0%	36.0%	42.0%
Physical Education (G & UG)	11.8%	50.0%	38.2%

Standards with highest level of implementation- Undergraduate Programs

Standard	Beginning Implementation	Partial Implementation	Fully Implemented
Use technology to enhance professional growth (#10)	28.6%	5.7%	65.8%
Use technology tools for instruction, student assessment, management, reporting and communication… (#6)	18.9%	18.9%	62.2%
Model safe, responsible, legal and ethical use of technology. . . (#4)	25.0%	13.9%	61.1%

Standards with the lowest level of implementation- Undergraduate Programs

Standard	Beginning Implementation	Partial Implementation	Fully Implemented
Identify and evaluate technology resources and technical assistance (#1)	22.2%	30.6%	47.2%
Assess advantages and limitations of current and emerging technology… (#2)	31.3%	18.8%	50.0%
Develop and implement a classroom management plan to ensure…access…to technology resources. (#3)	23.5%	26.5%	50.0%

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Standards with the highest level of implementation- Graduate Programs

Standard	Beginning Implementation	Partial Implementation	Fully Implemented
Develop and implement a classroom management plan to ensure…access…to technology resources. (#3)	6.3%	18.8%	75.0%
Use technology to enhance professional growth (#10)	7.1%	21.4%	71.4%
Design, manage and facilitate learning experiences incorporating technology… (# 8)	14.3%	21.4%	64.3%

Standards with the lowest level of implementation- Graduate Programs

Standard	Beginning Implementation	Partial Implementation	Fully Implemented
Use technology tools for instruction, student assessment, management, reporting and communication… (#6)	6.7%	46.7%	46.7%
Evaluate students' technology proficiency and …technology based products within curricular areas (#9)	14.3%	35.7%	50.0%
Facilitate students' individual and collaborative use of technology… (#7)	13.3%	33.3%	53.3%

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UNDERGRADUATE PROGRAMS

No.	Standard	Total	Beginning Implementation	Partial Implementation	Fully Implemented
1	Identify and evaluate technology resources and technical assistance.	36	8 (22.2%)	11 (30.6%)	17 (47.2%)
2	Assess advantages and limitations of current and emerging technologies, to facilitate teaching and student learning.	32	10 (31.3%)	6 (18.8%)	16 (50.0%)
3	Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources.	34	8 (23.5%)	9 (26.5%)	17 (50.0%)
4	Model safe, responsible, legal and ethical use of technology and implement school and district acceptable use policies.	36	9 (25.0%)	5 (13.9%)	22 (61.1%)
5	Design, implement, and assess learner-centered lessons and units that use appropriate and effective practices in teaching and learning with technology.	35	8 (22.9%)	8 (22.9%)	19 (54.3%)
6	Use technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students.	37	7 (18.9%)	7 (18.9%)	23 (62.2%)
7	Facilitate students' individual and collaborative use of to locate, collect, create, produce, communicate, and present information.	36	6 (16.7%)	10 (27.8%)	20 (55.6%)
8	Design, manage, and facilitate learning experiences incorporating technologies that are responsive to diversity of learners, learning styles and special needs of all students.	35	7 (20.0%)	8 (22.9%)	20 (57.1%)
9	Evaluate students' technology proficiency and students' technology-based products within curricular areas.	35	7 (20.0%)	8 (22.9%)	20 (57.1%)
10	Use technology to enhance professional growth.	35	10 (28.6%)	2 (5.7%)	23 (65.8%)
	Totals	151	14 (9.3%)	48 (31.8%)	89 (58.9%)

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GRADUATE PROGRAMS

No.	Standard	Total	Beginning Implementation	Partial Implementation	Fully Implemented
1	Identify and evaluate technology resources and technical assistance.	16	3 (18.8%)	4 (25.0%)	9 (56.3%)
2	Assess advantages and limitations of current and emerging technologies, to facilitate teaching and student learning.	17	1 (5.9%)	6 (35.3%)	10 (58.9%)
3	Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources.	16	1 (6.3%)	3 (18.8%)	12 (75.0%)
4	Model safe, responsible, legal and ethical use of technology and implement school and district acceptable use policies.	15	1 (6.7%)	6 (40.0%)	8 (53.3%)
5	Design, implement, and assess learner-centered lessons and units that use appropriate and effective practices in teaching and learning with technology.	15	0 (0.0%)	6 (40.0%)	9 (60.0%)
6	Use technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students.	15	1 (6.7%)	7 (46.7%)	7 (46.7%)
7	Facilitate students' individual and collaborative use of to locate, collect, create, produce, communicate, and present information.	15	2 (13.3%)	5 (33.3%)	8 (53.3%)
8	Design, manage, and facilitate learning experiences incorporating technologies that are responsive to diversity of learners, learning styles and special needs of all students.	14	2 (14.3%)	3 (21.4%)	9 (64.3%)
9	Evaluate students' technology proficiency and students' technology-based products within curricular areas.	14	2 (14.3%)	5 (35.7%)	7 (50.0%)
10	Use technology to enhance professional growth.	14	1 (7.1%)	3 (21.4%)	10 (71.4%)
	Totals	151	14 (9.3%)	48 (31.8%)	89 (58.9%)

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ELEMENTARY EDUCATION PROGRAMS (G & UG)

No.	Standard	Total	Beginning Implementation	Partial Implementation	Fully Implemented
1	Identify and evaluate technology resources and technical assistance.	8	0	1	7
2	Assess advantages and limitations of current and emerging technologies, to facilitate teaching and student learning.	9	0	2	7
3	Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources.	7	0	1	6
4	Model safe, responsible, legal and ethical use of technology and implement school and district acceptable use policies.	8	0	2	6
5	Design, implement, and assess learner-centered lessons and units that use appropriate and effective practices in teaching and learning with technology.	8	1	0	7
6	Use technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students.	9	1	0	8
7	Facilitate students' individual and collaborative use of to locate, collect, create, produce, communicate, and present information.	8	0	0	8
8	Design, manage, and facilitate learning experiences incorporating technologies that are responsive to diversity of learners, learning styles and special needs of all students.	8	1	2	5
9	Evaluate students' technology proficiency and students' technology-based products within curricular areas.	8	0	2	6

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10	Use technology to enhance professional growth.	8	0	1	7
	Totals	81	3 (3.7%)	11 (13.6%)	67 (82.7%)

ENGLISH AND ENGLISH LANGUAGE ARTS PROGRAMS (UG & G)

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No.	Standard	Total	Beginning Implementation	Partial Implementation	Fully Implemented
1	Identify and evaluate technology resources and technical assistance.	9	3	1	5
2	Assess advantages and limitations of current and emerging technologies, to facilitate teaching and student learning.	8	3	1	4
3	Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources.	8	2	0	6
4	Model safe, responsible, legal and ethical use of technology and implement school and district acceptable use policies.	8	1	0	7
5	Design, implement, and assess learner-centered lessons and units that use appropriate and effective practices in teaching and learning with technology.	9	1	2	6
6	Use technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students.	9	1	2	6
7	Facilitate students' individual and collaborative use of to locate, collect, create, produce, communicate, and present information.	8	2	0	6
8	Design, manage, and facilitate learning experiences incorporating technologies that are responsive to diversity of learners, learning styles and special needs of all students.	8	2	0	6
9	Evaluate students' technology proficiency and students' technology-based products within curricular areas.	7	1	1	5
10	Use technology to enhance professional growth.	8	3	0	5
	Totals	82	19 (23.2%)	7 (8.5%)	56 (68.3%)

SOCIAL SCIENCE PROGRAMS (UG & G))

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No.	Standard	Total	Beginning Implementation	Partial Implementation	Fully Implemented
1	Identify and evaluate technology resources and technical assistance.	4	0	1	3
2	Assess advantages and limitations of current and emerging technologies, to facilitate teaching and student learning.	4	0	2	2
3	Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources.	5	0	3	2
4	Model safe, responsible, legal and ethical use of technology and implement school and district acceptable use policies.	4	1	0	3
5	Design, implement, and assess learner-centered lessons and units that use appropriate and effective practices in teaching and learning with technology.	3	0	1	2
6	Use technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students.	3	0	1	2
7	Facilitate students' individual and collaborative use of to locate, collect, create, produce, communicate, and present information.	4	0	1	3
8	Design, manage, and facilitate learning experiences incorporating technologies that are responsive to diversity of learners, learning styles and special needs of all students.	3	0	2	1
9	Evaluate students' technology proficiency and students' technology-based products within curricular areas.	3	1	0	2
10	Use technology to enhance professional growth.	3	0	1	2
	Totals	36	2 / 5.6%	12 / 33.3%	22 / 61.1%

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MATH PROGRAMS (UG)

No.	Standard	Total	Beginning Implementation	Partial Implementation	Fully Implemented
1	Identify and evaluate technology resources and technical assistance.	6	1	2	3
2	Assess advantages and limitations of current and emerging technologies, to facilitate teaching and student learning.	6	2	1	3
3	Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources.	6	1	2	3
4	Model safe, responsible, legal and ethical use of technology and implement school and district acceptable use policies.	6	1	1	4
5	Design, implement, and assess learner-centered lessons and units that use appropriate and effective practices in teaching and learning with technology.	6	1	2	3
6	Use technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students.	6	1	1	4
7	Facilitate students' individual and collaborative use of to locate, collect, create, produce, communicate, and present information.	6	1	3	2
8	Design, manage, and facilitate learning experiences incorporating technologies that are responsive to diversity of learners, learning styles and special needs of all students.	6	1	1	4
9	Evaluate students' technology proficiency and students' technology-based products within curricular areas.	6	1	1	4
10	Use technology to enhance professional growth.	6	3	0	3
	Totals	60	13 (21.7%)	14 (23.3%)	33 (55.0%)

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COLLABORATIVE TEACHING PROGRAMS (UG & G)

No.	Standard	Total	Beginning Implementation	Partial Implementation	Fully Implemented
1	Identify and evaluate technology resources and technical assistance.	5	1	2	2
2	Assess advantages and limitations of current and emerging technologies, to facilitate teaching and student learning.	5	1	3	1
3	Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources.	5	1	2	2
4	Model safe, responsible, legal and ethical use of technology and implement school and district acceptable use policies.	5	2	1	2
5	Design, implement, and assess learner-centered lessons and units that use appropriate and effective practices in teaching and learning with technology.	5	1	1	3
6	Use technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students.	5	1	3	1
7	Facilitate students' individual and collaborative use of to locate, collect, create, produce, communicate, and present information.	5	1	3	1
8	Design, manage, and facilitate learning experiences incorporating technologies that are responsive to diversity of learners, learning styles and special needs of all students.	5	1	1	3
9	Evaluate students' technology proficiency and students' technology-based products within curricular areas.	5	1	2	2

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10	Use technology to enhance professional growth.	5	1	0	4
	Totals	50	11 (22.0%)	18 (36.0%)	21 (42.0%)

PHYSICAL EDUCATION PROGRAMS (G & UG)

No.	Standard	Total	Beginning Implementation	Partial Implementation	Fully Implemented
1	Identify and evaluate technology resources and technical assistance.	7	1	4	2
2	Assess advantages and limitations of current and emerging technologies, to facilitate teaching and student learning.	7	1	4	2
3	Develop and implement a classroom management plan to ensure equitable and effective student access to available technology resources.	7	1	3	3
4	Model safe, responsible, legal and ethical use of technology and implement school and district acceptable use policies.	7	1	4	2
5	Design, implement, and assess learner-centered lessons and units that use appropriate and effective practices in teaching and learning with technology.	6	1	4	1
6	Use technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students.	7	0	2	5
7	Facilitate students' individual and collaborative use of to locate, collect, create, produce, communicate, and present information.	7	1	4	2
8	Design, manage, and facilitate learning experiences incorporating technologies that are responsive to diversity of learners, learning styles and special needs of all students.	7	0	3	4
9	Evaluate students' technology proficiency and students' technology-based products	7	1	4	2

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	within curricular areas.				
10	Use technology to enhance professional growth.	6	1	2	3
	Totals	68	8 (11.8%)	34 (50.0%)	26 (38.2%)

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